DOCUMENT RESUME

ED 073 247 VT 018 597

TITLE	Cooperative Occupational Education Programs. Administrative Handbook.
INSTITUTION	New York State Education Dept., Albany. Office of Occupational Education.
PUB DATE	72
NOTE	92p.
AVAILABLE FROM	University of the State of New York, The State Education Dept., Office of Occupational Education, Albany, N.Y. 12224
EDRS PRICE	MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	Administrative Organization; *Administrator Guides; *Cooperative Education; Educational Objectives; Program Administration; *Program Descriptions; Program Planning; *State Programs; Vocational Education; *Work Experience Programs
IDENTIFIERS	*New York

ABSTRACT

This administrator guide describes occupational cooperative and work-study programs in the state of New York, detailing the advantages of cooperative education for the student, the school, the employer, and the community. A rationale for work experience programs precedes a chart giving objectives, time allotments, student characteristics, and other pertinent information relating to New York work experience programs. Diverse administrative considerations are discussed, ranging from staffing to program planning. Program features are specified for each type of cooperative program. Line diagrams illustrate the text, which includes a bibliography and a glossary. (AG)

ED 073247

COOPERATIVE OCCUPATIONAL EDUCATION PROGRAMS

ADMINISTRATIVE HANDBOOK

VT018597

The University of the State of New York ● THE STATE EDUCATION DEPARTMENT
Office of Occupational Education ● Albany, New York 12224 1972

The photographs used in the cover design of this publication are being used in a nonadvertising, editorial manner to depict cooperative education in schools and business and industry.

The scenes, starting clockwise from the top left, are:

- The exterior of Accompsett Junior High School, Smithtown, N.Y., James D. Lathrop, Architect.
- The Trinity Corporation, Cortland, N.Y.
- A business education classroom in Nott Terrace High School, Schenectady, N.Y.
- A welding class in Center West BOCES, Erie #2, Angora, N.Y.

ED 073247

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG
INATING IT. POINTS OF VIEW OR OPIN
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU
CATION POSITION OR POLICY

COOPERATIVE OCCUPATIONAL EDUCATION PROGRAMS

Administrative Handbook

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Occupational Education
Albany, New York 12224
1972

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (with years when terms expire)

1984 Joseph W. McGovern, A.B., J.D., L.H.D., LL.D., D.C.L., Chancellor - New York
1985 Everett J. Penny, B.C.S., D.C.S., Vice Chancellor - - - - White Plains
1978 Alexander J. Allan, Jr., LL.D., Litt.D. - - - - - - - - - - Troy
1973 Charles W. Millard, Jr., A.B., LL.D., L.H.D. - - - - - - - - Buffalo
1987 Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S., H.H.D. - - Purchase
1975 Edward M. M. Warburg, B.S., L.H.D. - - - - - - - - - - - - - New York
1977 Joseph T. King, LL.B. - - - - - - - - - - - - - - - - - - - Queens
1974 Joseph C. Indelicato, M.D. - - - - - - - - - - - - - - - - - Brooklyn
1976 Mrs. Helen B. Power, A.B., Litt.D., L.H.D., LL.D. - - - - Rochester
1979 Francis W. McGinley, B.S., J.D., LL.D. - - - - - - - - - - - Glens Falls
1980 Max J. Rubin, LL.B., L.H.D. - - - - - - - - - - - - - - - - New York
1986 Kenneth B. Clark, A.B., M.S., Ph.D., LL.D., L.H.D., D.Sc.- Hastings on Hudson
1982 Stephen K. Bailey, A.B., B.A., M.A., Ph.D., LL.D. - - - - Syracuse
1983 Harold E. Newcomb, B.A. - - - - - - - - - - - - - - - - - - Owego
1981 Theodore M. Black, A.B., Litt.D. - - - - - - - - - - - - - - Sands Point

President of the University and Commissioner of Education
Ewald B. Nyquist

Executive Deputy Commissioner of Education
Gordon M. Ambach

Deputy Commissioner for Elementary, Secondary, and Continuing Education
Thomas D. Sheldon

Associate Commissioner for Instructional Services

Assistant Commissioner for Occupational Education
Robert S. Seckendorf

Director, Division of Occupational Education Instruction
Robert H. Bielefeld

FOREWORD

Schools must search continually for better ways of preparing youth and adults to live and work effectively in an increasingly urbanized industrial society. Work provides man with identity, stimulation, and security. He should, therefore, have a variety of options from which to select the preparation most advantageous for earning a livelihood.

There is an advantage in getting a head start in preparation for employment through simulated or supervised actual work experience prior to engaging in full-time employment. One method of getting this head start, or for bridging the gap successfully between school and work, is through cooperative work experience. These school programs are sponsored jointly by the school and public or private concerns that are willing to provide on-the-job supervised, paid work experience.

Several types of cooperative work experience programs are suitable for implementation in a modern school system. Each has certain objectives that should be carefully considered in making a selection for implementation.

Perhaps the best known of the cooperative work experience programs are those in agriculture, office, distributive, and trade or technical education. These offerings and other programs in a variety of occupational areas are designed for occupational education students who have made a choice of an occupational career. Their work experience is planned carefully to provide compatibility with the occupational instruction given prior to or offered concurrently in the school.

The General Work Experience and the STEP Program are similar work experience programs designed primarily for youth who have not yet selected

a career goal or the goal requires four year college preparation. The term "Work-Study" is reserved for the federally aided program designed to provide an occupational education student with an income while he completes his inschool occupational education. In this program, the student works for a public agency at public expense.

This Administrative Manual describes the occupational cooperative and work-study programs. A careful review of this manual should be helpful to persons interested in developing or improving occupational work experience programs.

Robert H. Bielefeld
Director
Division of Occupational
Education Instruction

Robert S. Seckendorf
Assistant Commissioner for
Occupational Education

CONTENTS

	Page
Foreword	iii
Advantages of Cooperative Education	1
Work Experience Programs in New York State	3
Some Administrative Considerations	
• Scheduling Considerations	8
• Staffing Considerations	11
• Teacher-Coordinator Qualifications	12
• Planning Cooperative Education Programs	15
• Provision for Related Instruction	17
• Grade Placement and Credit Allocation	19
• Facilities for Diversified Programs	21
• Legal Considerations	26
• Essential Records and Reports	30
• Financial Possibilities	32
Program Features	
• Cooperative Agricultural Education	35
• Cooperative Business and Office Education	39
• Cooperative Distributive Education	44
• Cooperative Health Occupations Education	49
• Cooperative Home Economics Education	54
• Cooperative Trade and Technical Education	59
• Diversified Cooperative Programs	62
• General Work Experience Program	65
• School-to-Employment Program (STEP)	70
• Vocational Work-Study Programs	75
Bibliography	78
Glossary	82

ADVANTAGES OF COOPERATIVE EDUCATION

For the student, a cooperative work experience plan of education

- provides a realistic learning setting in which he may discover his true interests and abilities;
- develops an understanding of employment opportunities and responsibilities through direct on-the-job experiences;
- provides exposure to basic information regarding agriculture, business, industry, and service occupations needed for intelligent life choices;
- develops work habits and attitudes necessary for individual maturity and job competence;
- provides a laboratory for developing marketable skills;
- gives meaning and purpose to the theoretical and practice assignments presented in the school situation;
- provides firsthand experience with other employees which leads to a better understanding of the human factors in employment;
- provides financial rewards while learning employment skills and understanding;
- provides an opportunity to participate in and profit from two types of learning environment--school life and employment;
- provides an effective test of aptitude for a chosen field of work.

For the school, a cooperative work experience program

- enlarges the learning facilities available for students without a major expenditure for laboratory equipment;
- brings employers and the school together in a training effort to develop a strong occupational program;
- brings to the school a wealth of social and technical information which may be used as the basis for effective instruction for the varied needs of students;
- provides the school an effective means of evaluating its overall instructional program;
- increases the holding power of the school by helping students clarify career goals and by providing a practical means of reaching them.

For the employer, a cooperative work experience program provides

- the opportunity to become a partner in selecting, instructing, and educating young workers in the skills and understandings needed;
- assistance of the school in instructing and counseling the cooperative student during the transition and adjustment period from the school to the job;
- access to job applicants who are likely to remain in the positions upon graduation;
- a source of new workers who are receptive to instruction;
- an opportunity to render an important public service.

For the community, a cooperative work experience program

- provides an effective means of developing young people for productive citizenship in the community;
- increases the economic health as companies are able to meet their needs for skilled workers;
- provides a method of introducing high school students to local employment opportunities;
- provides an opportunity to develop a unified training program;
- promotes closer cooperation and understanding between the community and its schools;
- encourages students to remain in the home community after graduation and promotes a more stable work force.

WORK EXPERIENCE PROGRAMS IN NEW YORK STATE

New York State has been one of the pioneers and nationwide leaders in the development of experimental work-study programs and cooperative occupational education programs. No other state, to our knowledge, provides the breadth and flexibility in work-study programs that New York State makes available to youth interested in working and earning while attending school.

It is possible for local schools to organize cooperative work experience programs for groups of students enrolled in a special subject matter area such as agriculture, home economics, distributive, office, health occupations, and trade or technical education. The students in these programs are usually supervised by a teacher-coordinator who is licensed in the special field. Or, where the number of students in any one special field is too small to justify economically, it is possible to organize a diversified program with students from several major areas of occupational education. In this type of program, there should be a certified diversified cooperative coordinator who can observe and supervise the students on the job, teach certain related information common to all workers, and feed back to the occupational teachers in the special fields recommendations of employers as to what needs to be done in school to assist students to function more satisfactorily on the job. Each student should have a tailor-made program of related vocational instruction to assist him to function effectively on the job in the shortest possible time. This related vocational instruction should be planned by the employer, coordinator, teacher, and student working as a team.

	TYPE OF PROGRAM	YEAR PROGRAM BEGAN	CHARACTERISTICS OF PARTICIPATING STUDENTS			DESCRIPTION OF PROGRAM	
			TYPE	MINIMUM AGE	RELATED INSTRUCTION CREDITS EARNED PER YR.	TYPES OF WORK EXPERIENCES AVAILABLE TO STUDENTS	CLA WEE OR NU
OCCUPATIONAL COOPERATIVE WORK EXPERIENCE	Agriculture	1910	Occupational exploratory special needs	14	0-2	Agricultural business, mechanization, farm production, ornamental horticulture, conservation, animal science	
	Distribution	1938	Distribution education majors	14	0-2	Distributive occupations, retail, wholesale, and service	1
	Health Occupations	1930	Health Occupations education majors	14	0-2	Service, pretechnical, and selected licensed occupations in medical, nursing, dental, and other allied health occupations	1
	Home Economics	1964	Home Economics education majors	14	0-2	Service type and semiskilled jobs in child care, clothing, food, home furnishings, housekeeping services	1
	Office	1938	Office education majors	14	0-2	Secretarial, general clerical, bookkeeping/accounting, automatic data processing, and computer sciences	1
	Trade, Industrial, Technical	1915	Occupational Trade and Technical	16	0-2	Trades, industrial, technical, and related service occupations	1
	Diversified	1935	Any occupational major	14/16	0-2	Work experiences in jobs related to each individual's career goal	1
GENERAL	General Work Experience	1945	All	14	0-1	Private and public employment in miscellaneous occupations	1
	School-to-Employment Program (STEP)	1961	Potential High School Dropouts	15	1	Private and public employment such as cafeteria, library, custodial, service stations, and supermarkets	5
VEA 1968	Vocational Work-Study	1965	Vocational only	15	None	Public agency ONLY Goal is to match job with students' area of study	

AMS IN NEW YORK STATE***

PERIODS* PER OF ORIENTATION RELATED STUDY		WORK EXPERIENCE CREDIT**	OBJECTIVES OF PROGRAM	N.Y.S. EDUCATION DEPARTMENT OFFICE OR BUREAU
BER	TYPE			
- 10	Related study	1 unit 300 hrs. 2 units 600 hrs.	Enable students to make smooth transition from school to gainful employment. To provide training for leadership, personal development, and citizenship through activities related to occupational experience.	Bureau of Agricultural Education
- 10	Related study	1 unit 300 hrs. 2 units 600 hrs.	To offer instruction in distribution, marketing, and management for 1) distributive employment, 2) improvement of distributive techniques, 3) better understanding of role of distribution in economy.	Bureau of Distributive Education
- 10	Related study	1 unit 300 hrs. 2 units 600 hrs.	To promote student development of occupational knowledges, skills, attitudes, and job comprehension necessary for competent performance as health or allied health employees.	Bureau of Health Occupations Education
- 10	Related study	1 unit 300 hrs. 2 units 600 hrs.	To help individuals develop attitudes, understanding, and marketable skills for competent work performance in service type and semi-skilled jobs which draw upon the knowledge and skill from the field of home economics.	Bureau of Home Economics Education
- 10	Related study	1 unit 300 hrs. 2 units 600 hrs.	1) To bridge the gap between student's formal schooling and employment, 2) to provide a job atmosphere setting for added realism to study in office education, 3) to provide students with an opportunity to develop attitudes similar to those expected by employers.	Bureau of Business Education
- 10	Related study	1 unit 300 hrs. 2 units 600 hrs.	To develop marketable skills on jobs under actual working conditions in industrial jobs. Students earn learner's rates of pay. Schools provide related instruction coordinated with occupational preparation.	Bureau of Trade and Technical Education
- 10	Orientation and/or related study	1 unit 300 hrs. 2 units 600 hrs.	To provide work experiences when there are insufficient numbers to justify separate programs.	Division of Occupational Education Instruction
- 5	Orientation and related study	1 unit 300 hrs. 2 units 600 hrs.	To provide opportunity for general work experience as part of the education program.	Bureau of Secondary Curriculum Development
5 periods of work-orientation required		Local option 1 unit for 3 hrs. per day full school yr.	To provide potential dropouts with successful school experiences and develop attitudes toward work and school to insure more successful employment in the future.	Project Unit Division of Pupil Personnel Services
Individually related to job held by student		No credit recommended	To provide part-time employment for students who need earnings from such employment to commence, continue, or return to an approved vocational education program on a full-time basis.	Division of Occupational Education Supervision

* 40-minute periods

** Maximum of 2 units of Regents credit for work experience may be earned over the total program.

*** See page 3.

In order that school administrators may be informed about the variety of work experience programs approvable by the Department, this manual includes brief descriptions of each of the programs sponsored by the Division of Occupational Education Instruction as well as the General Work Experience Program, STEP, and Vocational Work-Study Program sponsored by bureaus outside that Division. For more specific information on a particular program, write or telephone the bureau primarily responsible as shown in the last column of the accompanying chart. It should be noted that a school administrator and his board of education may be jointly and severally liable in the case of injury to a student improperly excused from school to be employed in an unsupervised and/or hazardous occupation.

School districts granting credit toward the high school diploma to students working for a local business or industry under a cooperative education or work-study program should, therefore, make certain that the following requirements are met:

- Students are enrolled in a program which has been approved and filed with the State Education Department.
- Each student worker is in a progressive learning situation which has been described in writing.
- Student workers are properly supervised by a qualified coordinator.
- All labor laws are being observed.

SOME ADMINISTRATIVE CONSIDERATIONS

SCHEDULING CONSIDERATIONS

Schools planning to initiate or continue cooperative work experience programs should become familiar with the following considerations designed to assure quality programs. In addition to these suggestions and recommendations, school administrators should read the sections pertaining to occupational education in the latest revisions of the Education Law and the Regulations of the Commissioner of Education, as well as An Abstract of Laws Governing the Employment of Minors in New York State. This latter publication is available upon request from the Office of Public Information, New York State Department of Labor, State Campus, Albany, New York 12226.

Scheduling Cooperative Programs

There are a variety of scheduling possibilities open to a school desiring to initiate a successful cooperative occupational education program. The scheduling plan adopted should take into consideration the following factors that will determine the ultimate success of the program:

- The hours when local employers can utilize the services of cooperative work-study employees
- The built-in flexibility of the school's master schedule
- The availability of qualified staff with adequate time for related instruction, coordination, and/or supervision
- The availability of transportation facilities to assist students to get from school to their training stations
- The school's willingness to adjust or readjust student schedules, if necessary, to accommodate individual student interests and occupational educational needs

The cooperative program will have little or no effect on the school's schedule when the work experience is programed on weekends, during the summer months, or late afternoons following school dismissal. Students are

able to participate in a standard classroom schedule of four or five subjects under these circumstances and still maintain reasonable part-time work schedules.

The following variations in scheduling practices have been used successfully by schools for different kinds of cooperative work-study programs:

- Released Time Schedule

  Student schedules are arranged to permit early leaving for afternoon work or for late arrival for morning work. Required academic and occupational subjects are scheduled so that they can be taken during the time when students are at school prior to leaving for work, or after arriving at school following work.

- Alternate Days, Weeks, or Months

  This type of scheduling provides for two students being scheduled for the same job. While one student is working, his counterpart is in school usually scheduled for two or more periods of required academic and related occupational subjects. The cooperative work experience group should be large to effectively take advantage of this type of scheduling arrangement. The advantage of having two students work on a continuing, nearly full-time basis on the same job provides for continuity of learning and a feeling of responsibility to the employer.

- Summer Scheduling

  Because of the nature of certain kinds of employment, such as agriculture, conservation, food services, resort and hotel housekeeping services, waiter-waitress training, health occupations, building trades, and others, it is sometimes desirable to schedule the work experience phase of these cooperative work experience programs during the summer months. This may be part of a continuing school year program, properly coordinated and supervised, an extended school year program, or a registered summer school program. Academic and related occupational subjects may be taken prior to the work experience phase, or concurrently with the work experience phase of the program.

Other Scheduling Variations

Innovative scheduling arrangements are limited only by the willingness of the school and employers to develop cooperative work experience programs to serve the interests and occupational education needs of the students.

For example, an innovative model has recently been tested based upon the typical adult experience in learning to adapt to a new job. It has been called a micro career model because the student is first given opportunity to learn the elementary skills and knowledges for a particular job; he then leaves school for full-time employment, and subsequently returns to school to improve, refine, and develop additional skills and knowledges.

This type of innovative program has particular appeal and advantages for the potential school dropout since the educational program is open ended. The teacher-coordinator stays in contact with each student during the time of full-time employment. The school and educational program available is not turned off with the fateful decision to quit school. No particular change in the school's schedule is necessary if the program is designed on a one or two semester basis late in the high school program.

It is important that consideration be given to the scheduling of cooperative work-study programs in the early planning stages of developing the school's master schedule. In this way, it is possible to schedule the academic and related occupational subjects at a time that will avoid conflicts for those students who desire to participate in the cooperative programs.

Schools interested in developing innovative or experimental cooperative work experience programs may secure helpful assistance by working directly with the respective bureaus responsible for occupational instruction in the State Education Department.

STAFFING CONSIDERATIONS

The number of teacher-coordinators needed to supervise a particular cooperative program will be influenced by the:

- number of trainees participating
- number and diversity of occupations involved
- number of cooperating training establishments
- geographic size and environment of the community
- number of students receiving similar related instruction
- availability of established or regular classes offering related instruction
- scheduling difficulties for coordinator-conducted related classes
- amount of group and individual guidance planned
- the records required
- the amount and quality of supervision available from cooperating employers
- amount of time the coordinator is required to spend outside of school hours and on weekends
- secretarial assistance provided

It is very important that a teacher-coordinator for a new program be hired at least 2 months before students are placed in employment. It is advisable to employ a teacher-coordinator on an 11 month working schedule.

Adequate office assistance should be provided to economically conserve the coordinator's time. It may be advisable and justifiable to use a student or students to assist with many of the recordkeeping details. Refer to the section on essential records and reports for duties of an office assistant.

TEACHER-COORDINATOR QUALIFICATIONS

The teacher-coordinator has a wide range of responsibilities. He must be a competent teacher; a public relations man in the school and community; a counselor dealing with educational, social, occupational, and personal problems; an administrator who keeps records and arranges schedules; an evaluator of student progress in the classroom and on the job.

Personal Qualities

The teacher-coordinator provides an important link between the student, school, and community. He should, therefore, possess a wide variety of personal qualities including:

- resourcefulness to locate materials useful to students
- businesslike manner to deal effectively with community and school personnel
- tact and patience in dealing with problem or unique situations and with the difficult student or placement situation
- administrative ability to organize personal and student time and activities
- enthusiasm to inspire the unmotivated student or potential employer

As a classroom teacher, the successful teacher-coordinator must demonstrate ability to command the respect of the age groups with which he will work, be adept at project-type teaching and able to plan assignments for individual students. Flexibility is a key word in being willing to teach what is needed when it is needed, both in and out of the classroom. In addition, the teacher-coordinator should be able to project himself into the situations confronting his students, understand and empathize with his students, know well what he is teaching and how to put it across in order

to capitalize on the students' desire to learn in the classroom as well as on the job.

Good physical health, mental alertness, and emotional stability are musts. Personal contact between the coordinator and his various publics, including job supervisors, parents, school authorities, fellow faculty members, students, professional association members, calls for footwork and travel.

Professional Preparation

Professional preparation should include appropriate technical courses and practical experience with meaningful content which can become the basis for effective classroom instruction. Details on professional preparation for certification of the teacher-coordinator of occupational work experience programs may be obtained from the Division of Teacher Education and Certification, State Education Department, Albany, New York 12224. They include provisional or permanent certificate for teaching industrial arts or an occupational subject plus six semester hours of collegiate-level study in the organization and development of cooperative programs in a program registered and/or approved by the Department and including the equivalent of 1 year of experience in an appropriate occupation subsequent to high school graduation. Additional specific qualifications can be found under each field description of the program in this publication.

Occupational Experience

Varied occupational experiences will help the coordinator to think in terms of the employee and to talk in the language of the employer. This ability usually comes only from close association with those in the field.

Work experience background also helps to develop an understanding of desirable employer, employee, and school relationships.

In summary, qualities that make a successful teacher-coordinator include ability to work harmoniously with many groups, drive and personality, emotional stability, physical stamina, administrative ability, depth in subject matter, ability to teach youth and adults, and flexibility to meet constantly changing situations.

PLANNING COOPERATIVE EDUCATION PROGRAMS

Planning Within The Community

It is desirable in initiating a cooperative education program to investigate and plan in advance with members of the community, school officials, students, and parents. A steering committee, composed of influential persons in the business, industrial, and labor community, can meet for an orientation or briefing session. When members of such a group share in determining feasibility and planning, there is likely to be agreement on policy and procedures once the program is under way. Favorable decisions from this meeting result in:

- action by the community groups and organizations expressing their desire to participate in this educational program
- formal action by the board of education authorizing a cooperative occupational education program in the school
- appointment of an advisory committee of local employers and business leaders
- employment of a teacher-coordinator, if one has not already been engaged, and formulation of an official statement of his duties and their time allotment
- development of related curriculum and identification of experience opportunities for each area of instruction

Planning Within The School

School personnel are an integral part of a successful cooperative work experience program. Program activities that will involve students, personnel, and school procedures are planned prior to program implementation. An administrator or coordinator should develop a plan for:

- outlining the program with guidance counselors
- determining procedures for selection, placement, and counseling of students

- developing standards for enrollment and performance realistic in relation to community occupation demands
- carrying out special student program planning policies
- transporting students to and from their work experience locations
- providing adequate and flexible instructional facilities
- orienting the total faculty to the values inherent in the program
- informing students of the work experience plan
- determining the degree of student interest

The coordinator will need an opportunity to discuss the program with parents of students who wish to participate. In some cases, the coordinator may be available to assume responsibility for many of the activities mentioned.

PROVISION FOR RELATED INSTRUCTION

Cooperative programs should be organized to provide related instruction. Related instruction may be arranged to precede employment, to operate concurrently, or as a combination of both. The coordinator plans for articulation between the work experience and related instruction so that occupational theory, employability, and guidance are relevant to the student. No single arrangement of related instruction will suit all types of programs.

In cooperative programs involving office occupations, the related instruction includes such regular subjects as bookkeeping and accounting, shorthand, machine transcription, and office practice. These subjects are usually given previous to the period of employment and by other business education teachers. Distributive occupations related studies emphasize skills, habits, attitudes, and technical knowledge that will help the student deal with people. Related instruction, in this instance, is taught previous to and/or concurrently with work experience by the cooperative coordinator.

Where students are enrolled in a full-time occupational training program that also includes appropriate work experience on the job, the related instruction may be conducted in the regular occupational classroom by the full-time instructor. These programs may be closely supervised by the regular occupational instructor outside of school hours or by a cooperative coordinator during school hours.

Interdisciplinary cooperative programs, which involve a variety of occupations, generally include from one to ten periods of related instruction per week. This may deal with employability, general information, occupational theory, guidance, and other job-related instruction. The coordinator may arrange for individual study and group instruction when the need arises. Study guides and other curriculum materials are available for use in many types of cooperative programs.

GRADE PLACEMENT AND CREDIT ALLOCATION

Placement of a student in a cooperative work experience program is dependent upon his legal age and readiness. A student should, obviously, want to participate in part-time work experience and fully understand the restrictions it may place on his other school activities. Student readiness can also be judged by his attitudes toward a job and willingness to meet the demands of an actual employer.

The minimum legal age of the various occupational work experience programs is specified on pages 4-5 of this manual. Additional legal considerations are also presented in the section entitled "Legal Considerations."

Typically, cooperative work experience is scheduled during the 11th and/or 12th grades as the student acquires job skills essential to entry-level employment. A student, however, may be placed in a cooperative program below these grades when he meets the minimum age for part-time job placement and such work experience represents a means of motivating him to further learning.

Credit Allocation

The table below summarizes the credit a student may earn for related instruction. This is the instruction provided through formal classroom sessions devoted to the development of occupational skills and/or general information pertaining to employability. (See section entitled "Related Instruction.")

Related Instruction Credit (Per Year)		
No. of 40-minute Class Sessions Per Week	Weeks	Units
1	36	0
2-3 *	36	½
4-5 *	36	1
8-10 *	36	2

*With equal out-of-class preparation

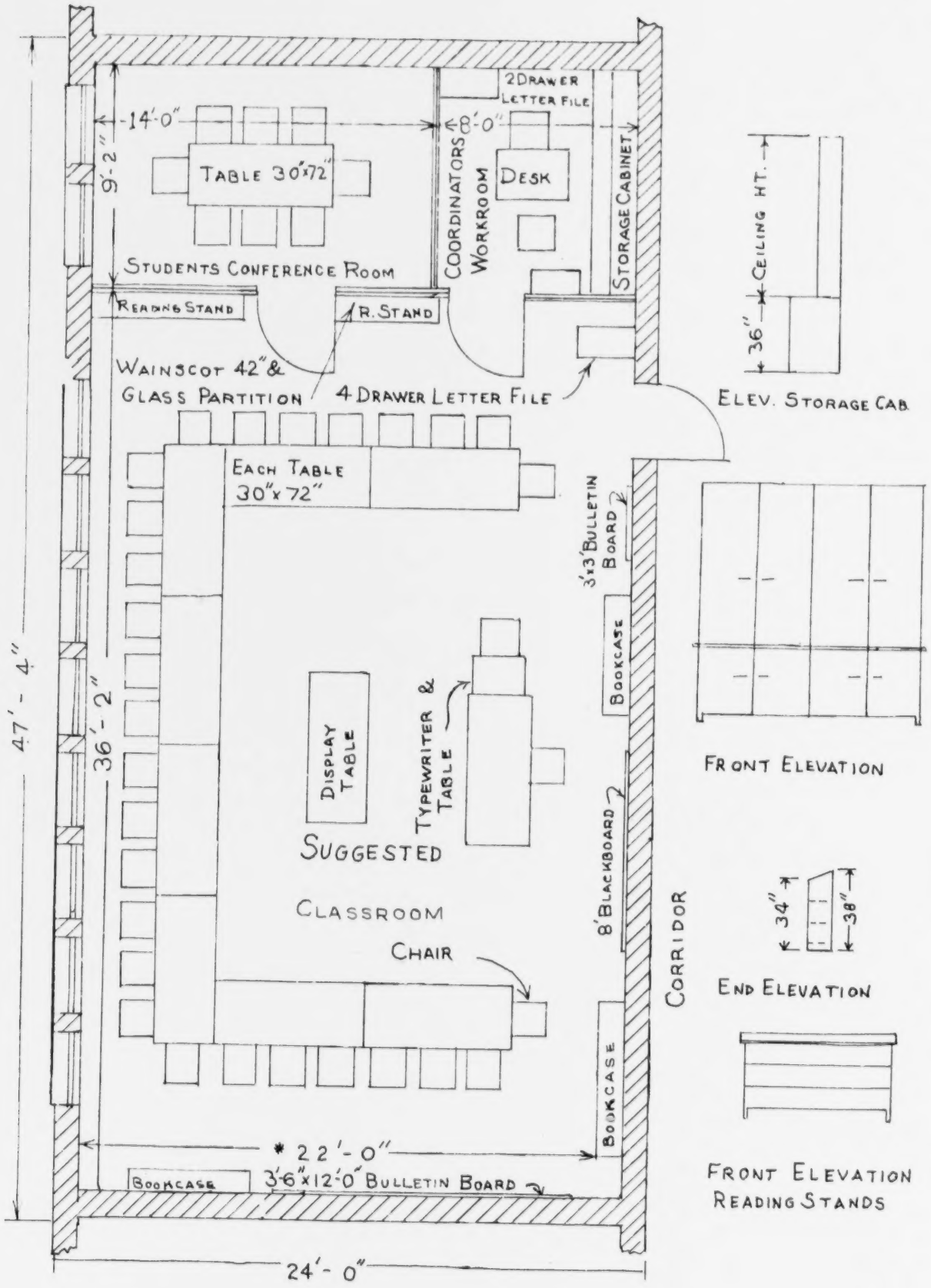
In most of the work-experience programs, students may also earn one unit of Regents credit for each 300 hours of on-the-job supervised work experience. (See pages 4-5.) Two units of Regents credit, however, are the maximum allowable graduation credits that may be earned for the work experience phase regardless of the hours accumulated or years spent in the program.

FACILITIES FOR DIVERSIFIED PROGRAMS

Where students from several major areas of occupational education are grouped together in a work experience program under a work experience coordinator, the program is considered to be diversified for purposes of related instruction and supervision on the job. With this type of cooperative program, students with similar career goals should be able to study together during the related classroom activities and study periods. This calls for classroom facilities designed for individual study as well as small group learning activities.

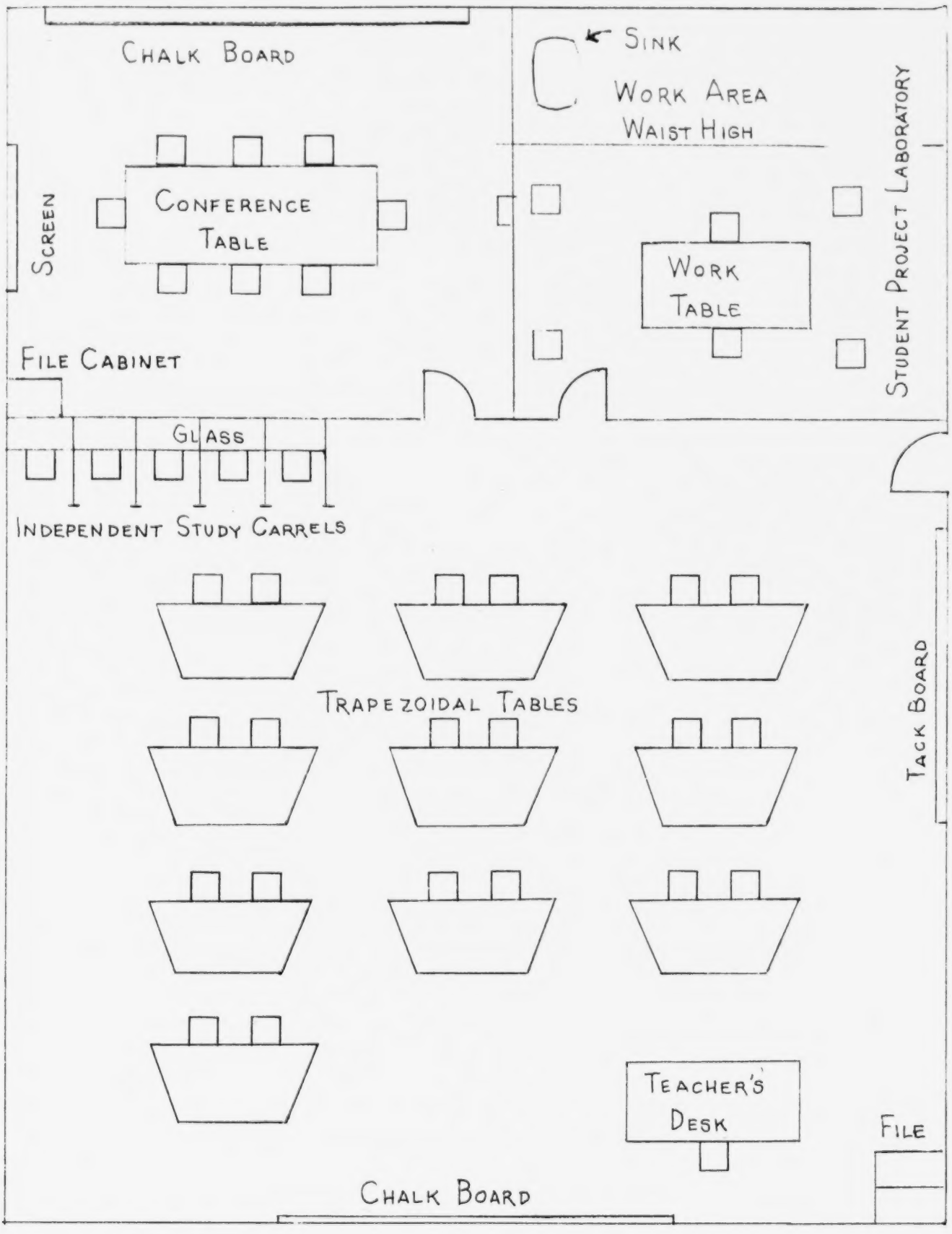
The facilities shown on pages 22, 23, 24, and 25 are suggestive only. Each school will have specific ideas as to the most desirable classroom design and layout. There is no one best classroom design for diversified work experience programs. Each school is unique in its approach to the design of an ideal classroom for this type of program.

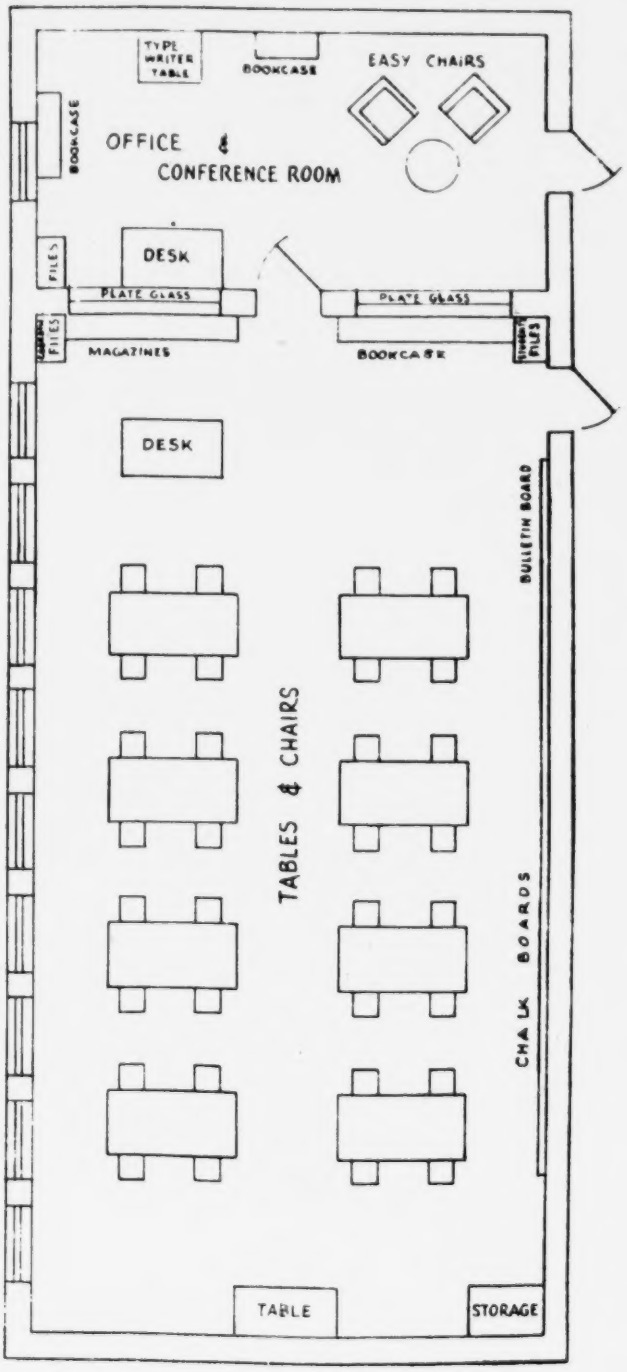
Adequate facilities, however, should be available for reference books, magazines, pamphlets, and the use of audiovisual equipment. It is also desirable to have a small conference room and independent study carrels where students can work without interfering with others in the class. A coordinator's office and workroom is an extremely desirable feature.



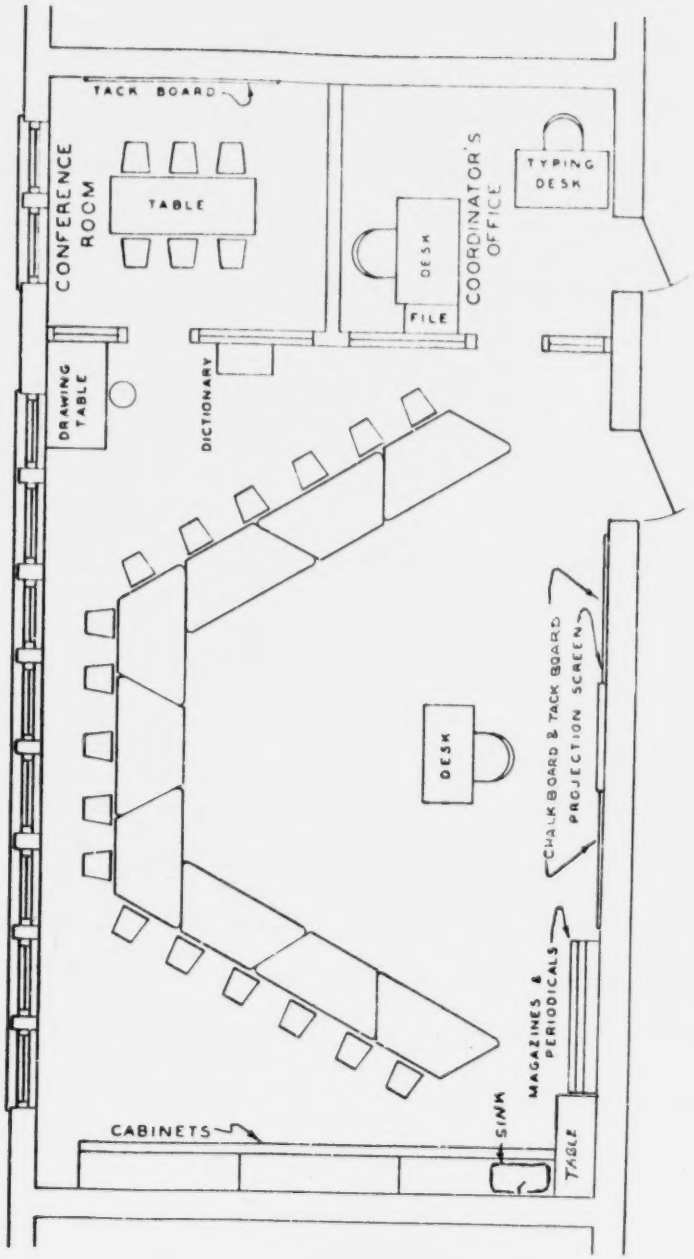
*OR REGULAR CLASSROOM WIDTH FOR BLDG.

SCALE $\frac{3"}{10}$ = 1'-0"


CHALK BOARD
SINK
WORK AREA
WAIST HIGH
STUDENT PROJECT LABORATORY
SCREEN
CONFERENCE TABLE
WORK TABLE
FILE CABINET
GLASS
INDEPENDENT STUDY CARRELS
TRAPEZOIDAL TABLES
TACK BOARD
TEACHER'S DESK
FILE
CHALK BOARD



RELATED STUDY CLASSROOM



APPROX. 1200 SQ. FT. TOTAL

RELATED INSTRUCTION ROOM

INTERDISCIPLINARY

LEGAL CONSIDERATIONS

Students in cooperative work experience programs come under a variety of laws, rules, and regulations from Federal, State, and local governments. Wage and hour laws are subject to change, and the most current information is available from:

New York State Department of Labor

Albany	Rochester
Binghamton	Syracuse
Buffalo	Utica
Hempstead	White Plains
New York City	

U.S. Department of Labor

Bronx	Hempstead
Brooklyn	New York City
Buffalo	Syracuse

Information on wages and hours is available without charge in two booklets entitled "How the New York State Labor Law Protects You" and "An Abstract of Laws Governing the Employment of Minors in New York State." For copies, write to the Office of Public Information, New York State Department of Labor, State Campus, Albany, N.Y. 12226. While New York State labor law standards are generally higher or more restrictive than Federal laws, information on the United States Fair Labor Standards Act is available in Bulletin No. 101, A Guide to Child-Labor Provisions; Walsh-Healey Public Contracts Publication 1007, Employment of Student-Learners; Walsh-Healey Public Contracts Publication 1257, Occupations Particularly Hazardous for the Employment of Minors.

The following general information is presented as a guide and subject to interpretation for specific occupations and circumstances:

Age	Type of Occupation	School Days	Nonschool Days	Week
Boys 12 and over	Newspapers Harvesting berries, fruits,& vegetables	--	--	--
Boys & Girls 14, 15	Stores, offices, etc. No factory production No constant standing for girls	3 hrs. before 6 p.m.	8 hours	23 hours after school (18 hrs. in interstate), 40 hrs. vacations
Boys & Girls 16	Factory work (no hazardous except for apprentice and cooperative program)	4 hrs. *	8 hours *	18 hrs. after school*; 48 hrs. vacations
Boys & Girls 17	Factory work (same as above)	8 hrs.	8 hours	48 hours

* Girls 16-21 may not work after 10 p.m. and before 7 a.m. without special permit.
Boys 16-17 may not work after midnight and before 6 a.m.
Longer hours per day are possible under special conditions.

Legal Forms and Records

Social Security	Account Number needed when applying for working papers - student should apply through local Social Security office.
Application for Employment Certificate (Working Papers)	Needed by nearly all persons under 18 years of age for employment. Student, employer, doctor doing physical examination (if proof of examination within 6 months is lacking), and the school complete form. Contact guidance or attendance person in local school.
Parental Consent	Needed to cover student's travel to and from educational program during the work experience. Contact local guidance or attendance person.
Record of Attendance	Absences in supervised cooperative program reflect same application of educational attendance regulations as regular school program.

Legal Requirements for Trainees *

All legal requirements for employment and training which apply to students enrolled in cooperative occupational education programs must be known to the program coordinator. He must familiarize himself with employment certification, wages and hours, social insurances, responsibilities of the local school as well as prohibited and hazardous occupations.

A student general employment certificate is required for students between 16 and 18 years of age. It is valid for work in a factory or any other trade, business, or service. Student nonfactory permits may be issued to those 14 or 15 and may be renewed at age 16. Further information and procedures should be available at the school which the student is attending.

Certain workers are excluded from unemployment insurance protection and may not be covered under any circumstances. These include students in regular attendance at a daytime school and working under a cooperative occupational education program.

Workmen's compensation is payable for injuries on-the-job which result in loss of more than a week's work, work at lower wages, or permanent disability. Medical benefits are payable regardless of loss of time. Double indemnity is mandatory if a minor (less than 18 years of age) is injured while working in violation of the Labor Law, an Industrial Code Rule, or the Education Law.

* Laws Governing Employment of Minors in New York State (January 1970)

The New York State Minimum Wage Law provides that all employees in the State, with certain specified exceptions, must be paid the current minimum wage. To prevent curtailment of employment opportunties, the wage orders also contain provisions concerning lower rates for learners. Frequently, revised minimum pay regulations permit an employer to apply in writing to an appropriate supervisory industrial investigator in a Labor Department division office for a certificate authorizing employment of a limited number of youth under 18 years of age at a wage less than the current minimum rate.

All places governed by the Labor Law must be operated and conducted so as to provide adequate protection to the lives, health, and safety of all employees. Regulations implementing provisions in the Labor Law are to be found in the New York State Industrial Code Rules.

Young people may not be employed at certain occupations and in specified industries involving use of dangerous machines and procedures. The occupations prohibited depend on the age and sex of the minor involved. Certain Federal hazardous-occupations orders prohibit the employment of minors under 18 engaged in interstate commerce.** However, it should be determined which State and Federal restrictions are waived for student-learners enrolled in recognized occupational cooperative training programs.

Hours of employment for students in cooperative occupational education programs should be agreed upon with the employer. Determining factors are available time for high school students, legal limitations within the 24 hours of the day, and total hours per week.

**U.S. Dept. of Labor (Bulletin), Acts, etc.

ESSENTIAL RECORDS AND REPORTS

Records and reports play a vital role in planning, establishing, and maintaining a well-structured program designed to develop the full potential of each student involved.

The following forms are categorized according to function. The list is not meant to be all-inclusive. Selection and utilization of reports should be determined by the local school. Individual educational agencies may wish to select just a few of the reports and design additional records to fit their individual needs.

RECORDS AND REPORTS

Function	Record or Report	Use
	Student Application Form	To be filled out by the student wishing to participate in the cooperative work experience program. Provision should be made for parents' and the guidance counselor's approval.
Planning	Release Time Application	Prepared by the student desiring dismissal from classes to report for work at an approved training station.
Operation	Job Opportunity Card	Used by the coordinator to maintain a file of job opportunities.
	Rules for Employees	Guideposts for the student to help him avoid the pitfalls sometimes encountered on a first job.
	On-the-Job Training Plans	Contains detailed work experience; to be used by both employer and student.

Records and Reports Continued

Function	Record or Report	Use
	Weekly Time and Salary Record	Prepared by student worker, signed by the employer, and returned to the teacher-coordinator.
	Combined Time and Salary Sheet	Monthly report of all students involved in the cooperative program.
	Employer Job Rating Sheet	To be used by the employer in evaluating student worker on-the-job performance.
	Coordinator Visitation Report	May be prepared on a monthly, quarterly, or semester basis to provide a visual summary of the extent of supervision provided to student workers by the teacher-coordinator.
Public Relations	Annual Summary	Provides information and publicity; used to strengthen school-community relations.
Evaluation	Evaluation Form	Checklist to measure effectiveness of program and to help insure constant revision of program where needed.
	Followup Questionnaire	Used to obtain valuable information about graduates of the program.

FINANCIAL POSSIBILITIES

Cooperative occupational programs which provide a planned progressive on-the-job work experience consisting of 300 or more hours of meaningful learning that will contribute materially to occupational competence combined with formal academic and related occupational instruction may, under approved conditions, be eligible for some financial assistance.

Programs should be part of a long-range regional and area plan; should be developed with the assistance of an advisory committee; should be developed in cooperation with employment agencies, labor groups, employers and others who can contribute to identifying needs and suitable jobs for training; should be supervised by a qualified teacher-coordinator or coordinator; and should insure that quality instruction is considered a joint responsibility of both the school and the employer by providing that written training agreements be developed which are signed by the employer and the educational agency or agencies providing the academic, occupational, and related instruction.

Educational agencies interested in offering cooperative occupational programs which may be eligible for financial assistance should write or telephone the Division of Occupational Education Supervision for the latest information on policies and procedures for submitting program proposals for cooperative occupational education programs.

Information pertaining to occupational programs which may be eligible for financial assistance is contained in a publication entitled "Guidelines for Developing Program Proposals in Occupational Education," available from the Division of Occupational Education Supervision, State Education Department, Albany, New York 12224.

The following financial forms are used in submitting an application for financial assistance:

Program Description	-	Form VEA 100
Federal Program Budget	-	Form FA-10
Monthly/Quarterly Request	-	Form FA-25-AP
Budget Amendment	-	Form FA-10-A
Final Claim	-	Form FA-10-F

PROGRAM FEATURES

COOPERATIVE AGRICULTURAL EDUCATION

Description

Agricultural education in the secondary schools is a systematic educational program designed to provide students with skills and competencies needed to succeed in both on-farm and off-farm agricultural occupations. The most successful preparation for employment in agriculture involves a supervised occupational work experience program. Some students preparing for careers in production agriculture will find it necessary to obtain occupational experience on farms other than their own. Those preparing for employment in off-farm agriculture occupations will find it desirable to participate in agricultural businesses in the community. Teacher-coordinators and administrators are challenged to work with agriculture businesses to develop occupational experience programs that are of maximum benefit in terms of learning. To meet this challenge they should be aware of several unique characteristics of work experience in agricultural occupations.

Program Planning

Agriculture involves the biological factor of plant and animal growth. Many jobs and skills cannot be performed on a pre-set schedule due to this factor. The situation of working with living organisms may require special scheduling and planning. A student may have to work beyond the normal workday to gain necessary supervised experiences.

Many jobs and skills may be learned only during certain seasons or time periods during the year. Growth patterns of crops and livestock create exposure to and practices in certain skills during given times of

the year. This seasonal nature affects both those jobs which are directly connected with production and management and many jobs of a supportive nature. Market and consumer demands create seasonal opportunities for experience as exemplified by the retail horticultural occupations.

The businesses serving as training situations are basically small, single proprietor or family-owned businesses. Thus, there usually will be only one trainee per business. This would create a geographical spread of work stations which might affect supervisory plans and schedules.

Physical handicaps of the student may cause problems of successful performance in some agricultural jobs. Also, there are several agricultural occupations which are denoted as hazardous jobs.

Students, 14 years and older, may work in the following hazardous occupations after receiving prescribed training:

- Operating, driving, or riding on a tractor of over 20 hp. including attaching or detaching a PTO unit while the engine is running
- Operating or riding on a self-unloading wagon or tractor
- Operating or riding on a dump wagon, hoist wagon, fork lift, rotary tiller, (except walking type), or power earth-moving or trenching equipment
- Operating or unclogging a power driven stationary baler, hay conditioner, corn picker, forage harvester, or vegetable harvester
- Operating, feeding, or unclogging a power driven stationary baler, thresher, huller, feed grinder, chopper, silo filler, or crop drier
- Feeding or unclogging a roughage blower or auger conveyor

A student may obtain an exemption certificate for these jobs by completing prescribed training either in the related inschool instruction or in a special training class. A training outline defining the minimum hours of instruction is designated for either teaching situation. There

are certain agricultural jobs which students under 16 are not allowed to work at even with prior training. The "Guide for Implementing the Amendments to the Federal Hazardous Occupations Order - 29CFR, Part 1500 E-1, Section 1500.71" should be reviewed prior to placement.

A problem may arise when a student desires to fulfill the work experience requirements in a business owned by his parents or guardian. Every effort should be made in planning, implementation, and supervision to assure that diversified experience is involved. This program is not designed to allocate credit for work experience that is composed of daily routine chores.

In many areas of the State, there will be a need for cooperation between a local agriculture program and an area center occupational program to prevent competition for placement in the same jobs.

Activities

Work involving hazardous agricultural occupations or special learner wage rates usually requires written agreements and keeping of specific records. The need for special records should be investigated prior to placing a student on the job. There are additional records that a student would need to keep if he plans to be involved in the award activities of a youth leadership development program.

Many jobs in agriculture are performed outdoors. Both the student and the coordinator should consider the characteristics of outdoor occupations. Seasons and weather have a great influence on the type of work that is done. Also, clothing requirements will vary considerably

according to season and weather. People allergic to dust, pollen, or animals should consider seeking areas of agricultural employment favorable to their health. Locating workers in remote areas of farm or forests may take additional time.

The size of business may provide a job which requires performance of a sequence of diversified skills, rather than one or two which are repeated daily. Conversely, there are jobs which involve repetition of specific skills. The diversity of required skills may have an impact on the related instruction.

Supervision and Evaluation

The occupational work experience program may be supervised by a part-time teacher-coordinator or a full-time coordinator. The coordinator should visit the training station at regular intervals and other times as needed. During these visits, the student is observed on the job, and conferences are held with the employer and student. It is important for the coordinator to relate to the class or teacher new experiences and problems he has encountered at student job stations. The coordinator and employer are responsible for providing the student with reinforcement and feedback for his actions. The success of a program will hinge on the activities of the coordinator and periodic evaluation in terms of meeting program objectives.

The Bureau of Agricultural Education has information and consulting services available to a school planning to begin cooperative agricultural education.

COOPERATIVE BUSINESS AND OFFICE EDUCATION

Description

Cooperative programs in business and office education provide a combination of classroom instruction and on-the-job training to develop vocational knowledges and understandings and competence in office skills. These programs are intended to prepare the student for initial employment and for advancement on the job. Given prior to the time of employment at a training station, the preemployment instruction includes courses such as typewriting, shorthand and transcription, bookkeeping and accounting, office machines operation, and automatic business data processing. During the time of training-station employment, the student's classroom work usually includes directly related instruction such as clerical-office procedures; calculating, duplicating, copy reproduction, and transcribing machines; filing; recordkeeping or bookkeeping; and business correspondence and other forms of oral and written communication.

Typically, students are placed in training stations during their senior year or during the summer period directly preceding the senior year. For some students, however, cooperative work experience may be scheduled early in their secondary school program. This may be especially true of students who are dropout prone and who could benefit from early exposure to an actual job. The work station should provide a variety of activities which integrate and extend the learning experiences achieved through previous classroom instruction or from concurrently scheduled classes.

Typical Related Instruction	
JOB OBJECTIVE	INSCHOOL INSTRUCTION
Automatic Data Processing Occupations	Automatic Data Processing 1 or 2
Bookkeeping/Accounting Occupations	Recordkeeping or Bookkeeping and Accounting 1 or 2
Office-Clerical Occupations	Office Practice 1 or 2 or Recordkeeping or Machine Transcription
Stenography Occupations	Secretarial Practice or Shorthand II and Transcription

The related subject, scheduled on a single or double-period basis, will provide the opportunity for the office experience teacher-coordinator to assist the student with new experiences or difficulties encountered on the job. In an interdisciplinary work experience program, related instruction may consist of only one formal class session per week where the work experience coordinator deals with general problems, job attitudes, and preparation for school-job transition.

Cooperative work experience in office education should be directed by a qualified business teacher-coordinator. Carefully selected training stations in business offices expose students to optimum working conditions in a positive learning climate. The cooperating business employers agree to provide a variety of job experiences that will develop flexibility and prepare the student for mobility once he enters the world of work. Students

apply and extend their knowledges and skills in a setting that requires interrelationships among various office functions and the social interaction of a "live" job. The student experiences exposure to new machines, supervision by an actual employer, and the dynamics of a functioning office.

Many boys and girls do not learn easily on the abstract level. They do, however, learn more readily and with enthusiasm when they see theory in operation and have the opportunity to practice what they are learning. A cooperative part-time job thus becomes a laboratory where the student applies many of his school subjects and sees their meaning and importance.

Program Planning

Cooperative office education should embody the following factors:

- Business offices providing varied experiences relating to the student's job cluster
- Employer-school planning that will assure each student a varied on-the-job learning experience related to his job objective
- Coordination between job and related classroom learning
- Periodic evaluation of job performance by the employer that provides feedback for inschool program improvement
- Maintenance of records and reports relating to hours of employment, appraisal of job performance, earnings, and other pertinent matters relating to the operation of the program

Activities

Students who have had initial preparation for office employment and who seek to integrate and extend the classroom experience are eligible for admission into the program. Students are paid the minimum wage for

comparable office employees, are entitled to benefits under the Social Security Act, and are protected by workmen's compensation. Students are not eligible for disability benefits or unemployment insurance.

The Administrative Handbook for Business and Office Education suggests a number of curriculums and sequences involving office work experience.

Supervision and Evaluation

The coordinator of a part-time work experience program plays a major role in the success of the program. If he is both a classroom teacher and coordinator, he has the advantage of bringing back to the classroom problems and new experiences students encounter on the job. Thus, he has the important mission of filling in gaps in students' occupational preparation that are observed as the student encounters his first real job.

If the work experience coordinator is supervising a varied group of students with respect to job objectives, it is his responsibility to relay to the classroom teachers the insights gained by talking with students on the job and conferring with their employers relative to their job performance.

Cooperative work experience thus provides the opportunity for remedial action by the related classroom teacher that will make students function more effectively on the job. The student has the advantage of a supervisor deeply interested in his job success and in remedying shortcomings in his job performance, attitudes, and skills. The success of a program, therefore, is directly related to the effectiveness of the coordinator as a liaison

person between the student and his temporary employer.

The Bureau of Business Education will be able to supply a variety of helpful hints to school administrators or coordinators who are about to embark upon a program of this kind.

COOPERATIVE DISTRIBUTIVE EDUCATION

Description

The cooperative work experience in Distributive Education covers both sales and sales-supporting occupations in retail and wholesale businesses. This type of learning experience is valid and appropriate for students in local schools and area occupational centers under any of the following circumstances:

- Students enrolled in a subject matter course, such as Distribution 1 or 2, participate in a cooperative work experience to reinforce, refine, and expand the subject matter studied in the classroom.
- Students have an interest and aptitude for distributive occupations and learn entry-level and exploratory skills and knowledge during the cooperative work experience with classroom activities primarily concerned with work and job attitudes.
- Students obtain product or service knowledge from another occupational subject area (Office, Agriculture, Home Economics, Trade and Industrial) and enroll in a Distributive Education program with work experience when their career objective is marketing oriented.

Most students in Cooperative Distributive Education are enrolled, or have already taken, regular vocational courses where they have learned about such topics as salesmanship, merchandising, retailing, advertising, display, buying, credit, channels of distribution, and management procedures. Since Distributive Education encompasses a diverse cluster of occupations, there is a range of skills, knowledges, and understandings required for entry-level positions. The service occupations for Cooperative Distributive Education include a variety of sales, sales-supporting, and management occupations in retail and wholesale businesses in the following clusters, or categories, as identified by the United States Office of Education:

Advertising Services
Apparel and Accessories
Automotive and Petroleum
Finance and Credit
Food Distribution
Food Services
Foreign Trade
General Merchandise
Hardware, Building Materials, Farm and Garden Supplies, and Equipment
Hotel and Lodging
Home Furnishings
Insurance
Real Estate
Retailing (General/Misc.)
Transportation
Wholesaling (General/Misc.)

Program Planning

One of the first determinations to be made involves the question of employment needs and trends, both locally and regionally, and information about the type of Distributive Education preparation that is currently available within a region. Employment projections through the 1970's indicate an 18 percent statewide increase for employment in distributive occupations. This increase can be correlated regionally within the State where there are reasonably large urban and suburban population centers.

An advisory group of businessmen and educators should be identified to develop guidelines and general program objectives that are mutually agreeable to the school and the businesses. The classroom experiences and business experiences need to be summarized and understood by this group so that all participating persons with advisory or program planning responsibilities understand the advantages as well as the limitations of a cooperative endeavor. Guidance personnel should be involved in planning, either as observers or participating members, as well as parents and students. In addition, small and medium-sized retail and wholesale businesses should be consulted, since over 50 percent of student work experiences are in these types of businesses.

Administrative policy determination and support in the planning process is important in the early development of program design if the educational objectives are to receive full emphasis and priority. Program review, evaluation, and supervision are items that will need careful consideration at both the planning and implementation stages.

Activities

The student's cooperative work experience is planned and supervised by the school's coordinator and the student's employer. Since the educational objectives of the student are primary and the financial return of secondary importance, the work experience must contribute concurrently to both the educational and occupational plans of the student. A student must not be limited by the coordinator or his employer to a single, repetitive experience for long periods of employment. Rotation of students is encouraged either within the same business or at different retail and wholesale locations.

Each student should be involved in planning an educational and cooperative work experience that is meaningful and beneficial to himself. Counseling by the coordinator, who has knowledge about the student's preparation, interests, and capabilities, is important. A training agreement that involves the student, the teacher-coordinator, and the employer contributes to the occupational preparation process, and one should be developed and used for each participant.

Classroom activities should include specified times to discuss problems and difficulties that work experience students are encountering

on the job and these situations should be structured as a group learning activity whenever possible. The student's work experience can be used as a basis for exchanging information and knowledge with other students who may be employed in different types of distributive occupations.

The teacher-coordinator has the opportunity of knowing a student under completely different circumstances than the pupil-teacher relationship that exists in a classroom. Individual occupational counseling is possible through more valid assessments of a student's capabilities and potential during the classroom, counseling, and cooperative work experiences.

Supervision and Evaluation

Since Cooperative Distributive Education is an educational program, responsibility for supervising the program is with the educational agency. Supervision involves coordination of both the program and the students, often outside of regular school hours. Some of the major responsibilities of the coordinator are:

Locating desirable work stations
Explaining the program to prospective employers
Attending business association meetings
Periodically visiting employers where students have been placed for conferences about student progress
Maintaining records and observing legal requirements
Providing information and identifying concerns and problems to the school administration
Counseling of students in the program

The students working in the cooperative program should be considered as another class assignment for scheduling purposes, and under normal conditions the coordinator will be able to see each student's employer every second or third week. When the coordinator is not the student's

classroom teacher, provision for an interchange of cooperative and classroom information is necessary.

The teacher-coordinator needs to plan his work and schedule appointments to use his time efficiently. As part of the coordination and supervisory activities, a dinner or evening program should be arranged that will provide recognition to students and employers who participate in the cooperative program.

Consultative services are available from the Bureau of Distributive Education to assist in planning, implementing, and improving Cooperative Distributive Education programs.

COOPERATIVE HEALTH OCCUPATIONS EDUCATION

Description

Cooperative programs in health occupations education couple classroom instruction with on-the-job training to promote student development of occupational knowledges, skills, attitudes, and job comprehension necessary for competent performance as health or allied health employees. If the ultimate job goal is in a licensed occupational field, a minimum number of hours of on-the-job training and specifications of the employment situation may be mandated under conditions of licensure. However, if in a nonlicensed occupational cluster, suggested time and conditions of employment may vary widely in relation to the training objective expected outcome. In either case, programs in cooperative health occupations education are intended to prepare the individual for initial employment, for advancement on the job, and for further specialized study.

Employment opportunities are available at all levels of the rapidly expanding health and allied health career ladder, with potential for both horizontal and vertical mobility. Boys as well as girls are encouraged to pursue occupational training in this field, as the demand is great for both male and female health and allied health workers.

Among the health occupations fields in which youth may receive training at the aide, assistant, and professional support levels, are medical and dental laboratory assisting, medical supply assisting, mental health assisting, environmental health assisting, nurse assisting, home health assisting, medical therapy assisting.

Program Planning

The many suggestions included in preceding sections of the publication will guide local planners in developing an effective, cooperative health occupations education program or incorporating health occupations training in a diversified cooperative occupational education program. Cooperation is an essential element in planning, scheduling, supervising, and evaluating the program. The employer, coordinator, members of the teaching team, and the student all share in the development of a unique training plan for each student. As the occupational goals of each student are determined, his performance potential should be carefully examined in relation to the degree of complexity of function and responsibility of the particular health occupation or health occupations cluster in view. This practice will encourage success and tend to increase student and employer satisfaction. High achievement may warrant transfer to a more complex situation with expanded occupational goals. Depending upon the nature and operation of the cooperating institution, business, or agency, on-the-job placement may occur during the day, late afternoon and evening, or on weekends.

Student employment locations should be carefully selected to provide exposure to positive learning experiences in a real work setting. Among the wide variety of potential health and allied health employment situations in communities are clinics, doctors' offices, medical centers, health laboratories, Red Cross units, social and family service agencies, public and private nursery schools, day care centers, sanitariums, nursing and rest homes for the aged, centers for the elderly and handicapped, rehabilitation centers, summer day camps, boarding camps, centers for handicapped children, resort centers, hospitals, children's homes, retirement communities.

Cooperating health industry employers assist in developing the training plan and agree to provide a variety of experiences to contribute to the student's breadth of training and potential mobility in future employment. The student should have opportunity to become involved in all possible regular and incidental responsibilities associated with the performance of a particular job. This experience provides opportunity for student application, evaluation, and the extension of the concepts, understanding, and skills gained through previous class instruction and laboratory practice, and for development of positive habits, relationships, and attitudes toward work. While prime attention is focused on trainee acquisition of minimum skills necessary to successful job performance, all possible avenues to excellence and advancement should be encouraged during this cooperative venture.

Some concerns which pertain particularly to the development of programs in the health occupations field include (1) conditions of licensure for selected occupations, which may govern standards of facilities and supervisory and teaching staff, (2) regulations governing the registration of certain items of equipment such as X-ray machines, (3) specialized contracts with certain types of employing agencies, (4) special protective arrangements such as malpractice insurance, (5) physical examination as a prerequisite to enrollment, and (6) choice of student uniforms in relation to those of potential employment situations.

Activities

Prior to placement in an employment situation, instruction may focus on such concepts as the scope of employment opportunities in health and allied health; organization of health and medical care units; the health care team;

relationships involved in health occupations, asepsis, and prevention of infection; safety and acident prevention; body structure and systems; nature of clients; psychology of patient care; selected emergency, regular, and specialized patient care procedures.

During the period of employment, the work situation should provide a variety of activities which integrate and extend the learnings acquired through previous class instruction and laboratory practice, and promote the development of new and related skills. Cooperating health industry employers agree to assign gradually increasing responsibility to the student employee which will effect full exposure to the range of task assignments expected of a regular employee. The student experiences interaction with regular supervisors and employees in the normal performance of job assignments, the regularity of reporting and leaving at specified times, the social relationships of relief periods and related activities. He has opportunity to function as a part of a team effort where appropriate to the job. This combination of experiences provides meaningful realism to his training objective. Classwork during this time may focus on directly related instruction such as appropriate use of specialized equipment; performance of procedures unique to the situation; central supply and distribution technique; laboratory and clerical procedure; worker attitude, adjustment, and advancement; management of personal and employment resources. If a part of a diversified program, related instruction may include as few as one or two class sessions per week when the coordinator deals with general problems, attitude development, and preparation for the transition from school to work.

Supervision and Evaluation

The training plan should include specific provision for supervision and evaluation of student performance. Supervision is a shared responsibility of the coordinator, the employer, and the health occupations teacher if available to the program. When licensed occupations are involved, unique regulations governing the qualifications of supervisory staff and the nature of the supervision may prevail.

Evaluation of student performance and progress toward occupational objectives is of utmost importance. Such appraisal will indicate the degree to which the student can be expected to function independently on the job, and pinpoint those concepts, skills, and attitudes which need further development through study, practice, or discussion. Opportunity for periodic conferences between the student, agency personnel, and the coordinator to assess and discuss progress is important to this phase of the program. Various devices for self, employer, coordinator, and teacher evaluation of student progress may be utilized effectively, such as rating scales, checklists, task and performance charts, time and wage forms, others.

The Bureau of Health Occupations Education will provide assistance to school administrators or coordinators who are considering the development of a program in cooperative health occupations education or a diversified cooperative occupational education program involving health occupations training.

COOPERATIVE HOME ECONOMICS EDUCATION

Description

The cooperative phase of training provides opportunity for the student to become involved for a continuous period of time in the full spectrum of responsibilities, regular and occasional, attendant upon a particular job. Each assignment is cooperatively planned and supervised by the teacher and the supervisor or director of the employing establishment. A student is placed in a work situation where he applies, tests, and extends skills and knowledge learned in class instruction and laboratory practice and has opportunity to develop favorable work attitudes, habits, and relationships. Various stations or tasks are rotated at appropriate times for maximum student benefit in order to increase student awareness of the total job picture and the place of each employee in the operation. The student becomes a part-time worker, performing job responsibilities for which he receives compensation. The cooperative program motivates and provides opportunity for student involvement in the working world.

Program Planning

Trainees should be persons who will profit from training in the particular field. Selection should be based on personal qualifications, interest, and general educational background. Desirable qualities to look for in potential trainees for each of the HEOE curriculums are:

- Child Care Services: genuine interest in children, understanding of children's behavior, sensitivity to cleanliness and sanitation, ability to read and interpret written directions and books for children, ability to use acceptable English, dependability, soft-spoken, sense of humor, resourcefulness, patience, cheerfulness

- Clothing Services: aptitude in use and care of tools, ability to follow directions, muscular coordination, meticulous workmanship, sensitivity to color and line, suitable grooming, acceptable social behavior

- Food Services: cleanliness and neatness, honesty and conscientiousness, awareness of details, sensitivity to preferences of others, pleasing manners, agility

- Home Furnishings Services: adeptness in math calculation, dexterity, neatness, resourcefulness, sensitivity to color and design, ability to read and interpret directions

- Housekeeping Services: honesty, courtesy, good physical health, cleanliness and neatness, interest in people, diligence, efficiency

- Management Services: experience in home management, active interest in people, tolerance, orderliness, dependability, resourcefulness, ability to give direction without irritation, sense of humor

A training outline should be developed in cooperation with the employer and an advisory committee to insure realistic experiences. In developing this outline, the following curriculum guides, available from the Bureau of Home Economics Education, State Education Department, Albany, New York 12224, should be utilized: Child Care Services, Clothing Services, Food Services, Home Furnishings Services, Housekeeping Services, and Management Services.

Many alternate plans are possible in scheduling student work experience. The particular plan or plans chosen depend upon many factors, such as the length and nature of the training program, the availability of work experience situations, the time available to the student, the degree of skill considered desirable before student placement in a job situation. Among the plans which may be devised are:

- regular time each day during the school hours
- regular employment each week during out-of-school hours
- a block of weeks on the job
- regular part- or full-time employment during the summer

The point at which work experience is introduced in the training program also may vary. The length and scope of the program influence this decision.

- For short term training programs where training is directed toward only one or two occupations, cooperative experience may begin after the first few weeks, with supplementary information being given while on the job.
- In a 1 year program where the scope of jobs is limited, it may be desirable to begin cooperative experience as soon as basic competencies are achieved.
- For a 2 year sequential program where training focuses on the full range of identified jobs, cooperative experience usually begins the second term of the first year. The greatest concentration of time used for this purpose may be during the second year.

Activities

The trainee should be given opportunity to perform all tasks related to a specific job. A wide variety of employment situations are available for trainee cooperative experience. Assistance in locating and arranging cooperative experiences is available from many sources, such as a survey of the community or area, advisory committee members, employment services, employee and management organizations, and guidance and other school personnel. Some suggested community facilities which may be used to provide trainee cooperative experience opportunities for each occupational program are shown in the following chart.

ILLUSTRATIVE COMMUNITY FACILITIES	HEOE FIELDS					
	CHILD CARE SERVICES	CLOTHING SERVICES	FOOD SERVICES	HOME FURNISHINGS SERVICES	HOUSEKEEPING SERVICES	MANAGEMENT SERVICES
Individual Family Home	x	x	x	x	x	x
Hospitals, Children's Homes, Retirement Communities	x	x	x		x	x
Department Stores, Furniture and Equipment Stores, Specialty Shops, Equipment and Furniture Suppliers	x	x	x	x	x	
Hotels, Motels, Resort Centers	x	x	x	x	x	x
Rehabilitation Centers, Summer Day Camps, Boarding Camps, Centers for Handicapped Children, Private Clubs	x		x	x	x	x
Sanitariums, Nursing and Rest Homes for the Aged, Centers for Elderly and Handicapped		x	x		x	x
Public and Private Nursery Schools, Day Care Centers	x		x		x	
Multiunit Housing Centers	x	x			x	x
Restaurants, Cafeterias, Fast Food Service Establishments, Vending Concerns, Food Packaging and Processing Plants, School Lunch Kitchens and Dining Rooms			x		x	
Supermarkets, Bowling Alleys, Schools	x		x		x	
Launderettes, Dry Cleaning Establishments, Tailoring Shops, Clothing Manufacturing Establishments		x			x	
Clinics, Doctors' Offices, Medical Centers, Health Laboratories	x				x	
Interior Decorating Establishments, Art Galleries, Furniture Refinishing Establishments, Museums, Home Furnishings Manufacturing Establishments, Florist Shops				x	x	
Red Cross Units, Social and Family Service Agencies	x		x			x

Supervision and Evaluation

The employer and trainee teacher or coordinator collaborate in supervising working experiences. The amount of supervision needed for a student is dependent upon his mental and physical abilities, degree of competence which he has in carrying out his job responsibilities, and the type and amount of contact with people and hazardous equipment.

Members of the teaching team, the trainee, and the employer share in evaluating job performance. Various devices for self, employer, and teacher appraisal can be utilized to focus attention on needs for additional related instruction or supervised laboratory practice.

Personnel from the Bureau of Home Economics Education are available to help school administrators or coordinators in developing cooperative programs.

COOPERATIVE TRADE AND TECHNICAL EDUCATION

Description

Cooperative programs in this instructional area may be somewhat unique because they involve placement in industrial plants and other work environments which often involve hazardous surroundings. Working in such situations, students should become cognizant of actual industrial and trade working conditions as well as opportunities available to them in industry.

Pretrade, preapprenticeship, and apprenticeship programs where a cooperative student may be offered advance credit by an industry, a trade union, or joint apprenticeship committee should become known to the student. These opportunities may motivate the cooperative student to further education or help him to understand the purposes of his entire educational program.

In many school systems, the trade and industrial cooperative program is the only means by which students have any access to trade training at the secondary level. Permitting participants to work with or near adults performing the same important task often helps young people to gain a self-respect that will improve their whole attitude toward school and work. This avenue of approach may help to reduce the dropout rate and bring industry and education closer together for mutual understanding and respect.

Program Planning

Advance planning for a cooperative program of this type should include the determination of needs, both student and industrial. To help do this, and to assist in setting up a complete program, an advisory committee should be appointed. This committee should consist of education, business, industry, and organized labor representatives.

Arrangements for a classroom, or rooms, will need to be made to teach the related instruction that should accompany a cooperative program. Careful consideration should be given to the appropriateness of the related instruction and to fitting it in with the outline of training content. It is advisable to see that each cooperative student receives at least 1 year of appropriate inschool skill and related training before he is placed in cooperative work experience employment.

Activities

Careful consideration should be given to the appropriateness of the activity as a learning device. A training plan, jointly drawn up by the cooperative coordinator and cooperating industrial or trade supervisor, should be used as a basis for all work experiences. Haphazard experiences or exploitation of the student should be discouraged at all times.

Students in this type of program may be employed in a long list of trade or industrial employment situations. They should be placed in situations where they come in daily contact with journeymen in the trade to which they aspire. It is important that the student be given an opportunity to perform all tasks that the job requires.

Supervision and Evaluation

Supervision and evaluation of trade or industrial cooperative participants should be encouraged and agreed upon by the cooperative coordinator and the in-plant or on-the-job supervisor. These procedures will be based on the training outline previously developed. Provisions should be made for the coordinator to discuss privately and periodically the rating sheets with the in-plant supervisor and collect the materials for the student's confidential file.

The cooperative work experience coordinator will use the student's file to compliment him on his performance, assist him in understanding his problems, and help him improve on the job. Where a separate related classroom teacher is employed, the coordinator should also carry on dialog with the teacher to enlist his assistance and help him correlate related instruction to activities on the job. The success of a program, therefore, is directly related to the effectiveness of the coordinator as a liaison person.

The Bureau of Trade and Technical Education will be able to supply a variety of helpful assistance to school administrators or coordinators who are about to initiate a program of this type.

DIVERSIFIED COOPERATIVE PROGRAMS

Description

The term "Diversified Cooperative Program" is being used in a specialized way to identify those cooperative work-study programs which enroll students from several different major occupational education areas under the supervision of a coordinator who provides the on-the-job supervision and relays information to the respective related occupational teachers regarding needed remedial, reinforcement, specialized skill, occupational understandings, work habits, desirable attitudes, and other essential supplemental instruction which each student requires to function satisfactorily on the job. In other words, the term "Diversified Cooperative Program" is being used to identify those rather unique programs where students from two or more specialized occupational fields are grouped together under the supervision of a diversified cooperative work experience coordinator. The coordinator, because of his lack of specialized knowledge in all the occupational fields, must work closely with the occupational teachers in the various subject matter disciplines to insure that each student obtains the related knowledges and skills needed to function effectively on the job.

Program Planning

The need for a Diversified Cooperative Program will depend upon local conditions--the size and breadth of the occupational program, the number of students desiring on-the-job work experience, the availability of a variety of work stations within a reasonable distance of the school, the availability of a qualified coordinator, and a suitable school laboratory facility to provide individualized instruction.

A suggested facility for a Diversified Work Experience Program is shown in the section entitled "Some Administrative Considerations." This is suggestive only, and local educational agencies planning to offer this type of cooperative work-study program should make a careful study of the needed space and arrangement in designing the interdisciplinary or diversified learning center and its technical teaching aids and devices.

Activities

The learning activities are likely to be much more individualized in a Diversified Cooperative Program. A written planned program should be developed for each individual student that will insure a progression of meaningful learning experiences leading to occupational competence. It would be desirable to work with a small advisory group of people employed in the occupation in developing the scope and sequence of the learning experiences to be drawn up in the written training agreement. It would also be desirable to get student and parent agreement on the proposed plan before submitting it to the employer and school for signature as a written agreement. The teachers of related academic and occupational instruction should be provided with copies of the formal written agreement in order that they may provide meaningful supplementary educational knowledges and experiences to further the development of each individual's career goals.

Supervision and Education

The coordinator is primarily responsible for the supervision and evaluation of the work-study phase of the program. He should visit each training station on a regular planned schedule. He should be concerned

with determining how well each student is functioning on the job and relaying this information to the student's guidance counselor, his academic and occupational education instructors, and the student's parents.

Periodically, the employers should be requested to evaluate each student's progress towards occupational competency by means of formal written evaluation forms. Samples of these forms may be found in the professional literature, or the coordinator can develop special forms for this purpose with the assistance of local advisory committees in each of the occupational areas.

GENERAL WORK EXPERIENCE PROGRAM

Description

Since 1945, under the auspices of the Assistant Commissioner for Instructional Services (General Education), the General Work Experience Program has provided an opportunity for students to earn income and school credit.

Students, at the minimum age of 14 and eligible for employment certificates, may enter General Work Experience Programs. (See pages 26-29, Legal Considerations.) The General Work Experience Program has been most useful:

- in smaller school districts where there is a heterogeneous group of students, no one segment of which is large enough to sustain one of the cooperative work experience programs
- in larger school districts where there are Cooperative Occupational Education Programs; but there is a group of general education students not served
- in school districts able to release a certificated teacher or counselor for a period of time adequate to coordinate the program
- for younger students not yet 11th and 12th grade occupational education majors

Credits

Credits granted for an approved basic program and a course of related instruction may be certified by the principal in Group III toward the electives for a State or local high school program as follows:

1. Credit for Work Experience

   One unit of credit may be earned by the student completing the following two minimum requirements:

A. 300 hours over a school year for work experience

B. One 40-minute period per week of related classroom instruction. This may be group or individual counseling, remedial instruction, or in acquisition of new skills

2. Credit for Related Instruction

An additional unit of credit may be granted for a 40-45 minute, 4-5 day week, 36-40 week course of related instruction, similar to that outlined below, which has been approved by the Bureau of Secondary Curriculum Development. Half credit may be given for half the time.

The following are suggested topics for Related Classroom Instruction:

- Securing a job
  - Employment offices, want ads, etc.
  - The letter of application
  - Application forms and references
  - The interview
  - Employment certificates

- Relationships with others
  - The world of work
  - Ethics
  - Employer-employee relations
  - Relationship to other employees

- Skill development
  - Correct English usage
  - Manipulative skills
  - Job skill training
  - Remedial reading
  - Developmental arithmetic
  - Developing good work habits

- Understanding the laws relating to employment
  - Social Security
  - Minimum Wage
  - Workmen's Compensation
  - Withholding Tax
  - The Income Tax Return

- Health and safety
  - Grooming
  - Character traits
  - Proper clothing

- Opportunities for advancement
  - Continued growth in high school
  - Higher education
  - On-the-job training in industry
  - Earning promotions

Program Planning

The Basic Program

To establish the basic General Work Experience Program, the local school superintendent or principal should complete the Application for Approval of a Program in Work Experience Education, which may be obtained from the Bureau of Secondary Curriculum Development.

Related Classroom Instruction

If there is interest in obtaining an additional unit of credit per year for inschool instruction, the Application for Approval of Courses for State Diploma Credit should be completed.

As provided in The Secondary School Curriculum of New York State - A Handbook for Administrators, page 6, schools seeking approval for locally developed courses should secure applications from the Bureau of Secondary Curriculum Development, The State Education Department, Albany, New York 12224. Two copies of the detailed course of study (expanded from the topics under Related Classroom Instruction, above) and a list of textbooks and references to be used are to accompany the application.

Records and Forms

Simple records in placement, followup, reference, and research will be needed by the local school district, and they should be designed by the coordinator to meet the school's objectives. The above Bureau may be contacted for sample forms and for assistance in developing local records.

- For placement
  - Record of job opportunities
  - Employers' requests
  - Pupil placement
  - Working papers

- For evaluating or rating the student
  - By the employer
  - By the coordinator
  - By the student worker

- For future research and reference
  - Record of time worked
  - Record of credit allowed
  - Student and employer suggestions
  - Other data

Evaluation forms and records sucessfully used in existing General Work Experience Programs are available from the Bureau of Secondary Curriculum Development. Contact the Bureau for assistance through telephone or field visits.

Activities

Prior to employment or while on the job, as circumstances dictate, the student should receive instruction or counseling. This may be provided by a certificated teacher or guidance counselor on a group or individual basis. Under the basic General Work Experience Program, the student worker should have a minimum of one period a week of such assistance. An approved course of Related Classroom Instruction will provide the normal daily period of inschool instruction. These alternatives provide maximum flexibility in local planning and implementation of individual student programs and activities. The student, the employer, the teachers, the guidance counselor, and the program coordinator may work within the scope of the above alternatives to adapt to most local curriculum scheduling and employment possibilities.

Supervision and Evaluation

The local school district, without additional funding, must be willing to provide the coordination, counseling, and instruction. Depending upon the number of students and employers involved, this may take a minimum of

one part- or full-time person up to several professional and paraprofessional staff members. The amount of time the coordinator will spend in supervision at work locations will vary according to the needs and requirements of the respective students and employers. It is essential that the coordinator have rapport with students and employers. He or she should insure that the student-worker will be moved through a variety of learning tasks for the 300 hours on the job. The coordinator should work with the student-worker's teachers, parents, and employer to develop in that student an awareness of the world of work, an orientation to himself, and an exploration or tryout experience. The student-worker must realize that his work should become productive enough to justify his wages.

Assistance in establishing a program of General Work Experience may be obtained by contacting the Bureau of Secondary Curriculum Development.

SCHOOL-TO-EMPLOYMENT PROGRAM (STEP)

Description

In 1962, the Legislature passed a bill subsequently approved by the Governor, permitting school districts to establish School-to-Employment Programs.

STEP is a work experience program for potential school dropouts who are 15 years of age or older. Its purpose is twofold:

- To assist pupils in improving their capacity to perform successfully as full-time employees if they leave school
- To assist pupils in improving attitudes and self-concepts which will allow them to successfully complete their high school education

The program combines work experiences and daily orientation sessions under the supervision of a teacher-coordinator. It is expected that the opportunity to become familiar with the demands of the working world and to explore the appropriate adjustments to these demands under the supervision of a trained teacher-coordinator will develop in these students those habits, attitudes, and skills necessary for success in school and on the job.

STEP students most often attend school in the morning and are employed in the afternoon. In addition to the required daily orientation class, pupils attend other classes appropriate to their ability, needs, and interests in the regular school curriculum in the morning hours.

Because some potential dropouts are difficult to place in private employment, a unique feature of STEP is the "stipend" arrangement, whereby pupils may be reimbursed for employment in tax-supported agencies from the funds of the school district. In other words, the public agency provides the placement opportunity and receives the benefit of the pupils' efforts,

but is not required to reimburse the pupil for this work. This expense is absorbed by the school district. In private placements, the employer is responsible for the pupils' wages. All placements must be in accordance with the Education Law and Labor Law. Pupils must obtain employment certificates. Also, they cannot be employed in situations where they are not protected by Workmen's Compensation Insurance.

Program Planning

Candidates for STEP are pupils whom school officials have systematically identified as school dropouts. It is best to start the process of selection well in advance of the term in which the program will be started. Early selection provides the opportunity for parents to be contacted and their permission obtained for the pupils' participation. Interviewing prospective candidates and their parents well in advance of the actual program initiation provides the opportunity for all to understand the goals of the program and the responsibilities each has to the other in assuring the best outcomes possible.

The teacher-coordinator is the key to success in the program. Each STEP coordinator is selected on the basis of demonstrated success as a teacher, sensitivity to the needs and interests of pupils, good working relationships with teaching colleagues, administrators, and parents; possession of a guidance-oriented approach; and a knowledge of the world of work and job placement.

In addition to making the final selection of pupils after review of records and interviews with teachers, pupils, and parents, his duties include the following: teaching the daily STEP orientation class; visiting

pupils on the job; visiting employers, parents, and school resource personnel; counseling pupils; following up pupils' progress with subject teachers; maintaining contacts with State Employment Service and other resource agencies in the community; preparing special teaching materials; and recordkeeping and related tasks.

The degree of change in the pupils' attitudes and achievements will, to a large extent, depend on the relationship the coordinator develops with his pupils in individual interviews, in and outside of school, and in class discussions of pressing problems.

Pupils in STEP usually have experienced frustration and failure in the regular program of studies. Unless there is a break with the traditional instructional approach and content, this pattern is likely to continue. The teacher-coordinator is advised to concentrate on motivational opportunities and the functional aspects of subject matter, especially as they relate to job preparation and present employment. Although instruction may be highly individualized, there should be a coherently arranged plan of subject matter to be pursued so that goals are established and standards of achievement are set. This necessarily precludes a thorough understanding on the part of school faculty as to the purpose and operation of the program and a willingness for continuous cooperation.

The Work Experience

Unlike many other work experience programs, STEP seeks the more general outcome of developing an effective and improved attitude toward school and work, rather than developing specific vocational skills. There is abundant evidence that the opportunity to learn appropriate responses

to the demands of the world of work in "real" employment situations generally does result in attitudinal maturation which the program is designed to foster.

In STEP, pupils are placed with three types of employers; e.g., private employers, boards of education, other tax-supported agencies. In the latter two, pupils receive stipends for their work from district or agency funds. In private employment, the employer is responsible for providing at least the legal minimum wage.

Obviously, a key person in any successful placement is the supervisor of the work station. His attitude has a profound effect on the pupil's reaction to his experience. Therefore, the coordinator must carefully apprise the capacity of the supervisor to assist the pupil in a manner neither unduly stern nor dangerously permissive.

A strength in the program has been the generally warm response of employers and supervisors to both coordinators and pupils. They have recognized that the frequent visits of the coordinator often improve the performance of their employees. Fruitful topics for the consideration of the group in the daily class session can be gleaned from observations during these visits and comments of supervisors. Job vocabulary, spelling, and arithmetic; interpretation of a manual of instructions; procedures in correcting a mistake are examples of such subjects. Such "feedback" helps cut down on job mobility and to eliminate trial and error behavior on the job. This link between school and work adds vitality and meaning to the daily STEP instruction.

Evaluation

The announced goals of STEP provide the standards against which progress may be assessed. If pupils return from STEP to the normal school program and succeed therein, our goal has been accomplished. Again, if pupils leave school from STEP but with such orientation to the world of work that they become employed, then, too, STEP has achieved its purpose. The teacher-coordinator, therefore, must regularly assess the status of his pupils after leaving the program.

Summarily, coordinators should observe precisely those factors upon which they relied in selecting pupils originally. If potential dropouts were nominated because of underachievement, poor attendance, and a negative attitude toward school, then the coordinators should plan to systematically collect information relating to these topics while the pupil is participating in STEP. A pupil's performance at his work station is equally as important as his academic efforts, and should be incorporated into the overall evaluation.

VOCATIONAL WORK-STUDY PROGRAMS

Description

Work-study programs are designed to provide part-time employment for youth who need the earnings to begin, continue, or return to vocational training on a full-time basis. When youth are financially able to attend school, equality of educational opportunity becomes more of a reality.

Participants, in the opinion of appropriate school authorities, must be in a position of financial or educational need. These needy students also must remain in good standing in their vocational education program in order to maintain eligibility for work-study employment. The age limitations are at least 15 years and less than 21.

Program Planning

A local educational agency may make application to the New York State Education Department, Division of Occupational Education Supervision, for program approval. Appropriations, when available, are made for work-study programs from Federal allotments on a priority basis. Local educational agencies will be contacted when and if funds are made available. Priorities are given to agencies with high concentrations of youth unemployment and school dropouts.

Students in work-study programs may be employed up to 15 hours per week when their occupational classes are in session or at other hours. A student may not earn more than $45 in any calendar month or more than $350 in any academic year except in the following situation. If a student is attending a school which is not within reasonable commuting distance from his home, the limits on earnings are raised to $60 per month and $500 per academic year.

There are no limitations on earnings during the summer months except those governed by labor laws or wages and hours.

A manual, "Youth Work-Study Program, Summary and Suggested Development," is available from the State for more detailed explanation. The booklet, "Laws Governing Employment of Minors in New York State," should also be consulted.

A written agreement should be drawn up and signed by representatives of the educational agency where the student attends school and the cooperating agency representative who agrees to employ a work-study student. This agreement should reflect adequate supervisory provisions, assurance that the student will not supplant present employees of such agency or institution, and, if the agency should be at the Federal level, that students are not Federal employees for any purpose.

Provision should be made to assist students in obtaining a Social Security card and working permit where necessary. Workmen's Compensation Insurance of the sponsoring agency should cover the student while at work.

Activities

The use of a local advisory committee will be highly beneficial to the Work-Study Program. Membership might include representatives from education (supervisor of work-study, guidance counselor, or principal), business, community, social welfare, police, and special youth committees.

Work-study students may work in public institutions such as courts, housing authorities, libraries, mental institutions, schools, municipal departments, parks, and playgrounds. They may hold part-time jobs in

offices, cafeterias, audiovisual rooms, or as messengers, aides, orderlies, mechanic helpers, drivers, clerks, tutors, or typists. Most participants are employed by the sponsoring educational agency.

Job placement should utilize the student's abilities and vocational interests to the greatest extent possible. An acceptable wage established by the sponsoring agency shall be paid for the time the student is required to be available or the time he puts in at work.

Supervision and Evaluation

The local educational agency is responsible for the supervision, coordination, and counseling of work-study participants. A major function of the coordinator or supervisor is to counsel the students to develop and maintain a responsible attitude toward his studies and his work situation.

An evaluation procedure and record form should be developed with the cooperation of the advisory committee, the employment supervisor, and the coordinator. Applications and records should be kept on each student and held in strict confidence.

BIBLIOGRAPHY ON COOPERATIVE EDUCATION

The following bibliography was used as resource material in compiling and producing the foregoing administrative procedures for the operation of a cooperative occupational education program in New York State. It is not necessary to acquire or review each of these publications; not all of these titles are readily available to persons establishing a program. It is suggested that the procedures contained in this manual be followed rather than expending too much energy in the review of the literature.

However, for those wishing further reading or background concerning the operation of programs in other states and during other times, the following list is provided for your convenience. It is possible that many of the titles are available through the microfiche collection of the ERIC information service nearest you. Such microfiche resources are the only places where some of the now out-of-print publications of the New York State Education Department are available.

BIBLIOGRAPHY ON COOPERATIVE EDUCATION

Butler, Roy L. and Edwin G. York. What School Administrators Should Know About Cooperative Vocational Education, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., Order No. 1780-0772, 1971.

_____. What Teacher-Coordinators Should Know About Cooperative Vocational Education, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., Order No. 1780-0771, 1971.

Craig, Robert L. and Lester R. Bittel (Eds.). Training and Development Handbook, McGraw-Hill Book Company, New York, New York, 1967.

Giachino, J. W. and Ralph O. Gallington. Course Construction in Industrial Arts and Vocational Education, American Technical Society, Chicago, Illinois, 1965.

Law, Gordon F. Cooperative Education - Handbook for Teacher Coordinators, American Technical Society, Chicago, Illinois, 1970.

Mason, R. E. and P. G. Haines. Cooperative Occupational Education and Work Experience in the Curriculum, The Interstate Printers and Publishers, Inc., Dansville, Illinois, 1965.

New York City Board of Education. Cooperative Education - Handbook for Coordinators, Bureau of Cooperative Education, 110 Livingston Street, New York, New York, 1969.

New York State Department of Labor. Laws Governing Employment of Minors in New York State, Department of Labor, Albany, New York, 1970.

New York State Education Department. A Handbook for Teacher-Coordinators of Vocational Industrial Cooperative Training, Bureau of Secondary Curriculum Development, State Education Department, Albany, New York, 1965.

_____. Cooperative Work Experience Manual for Business and Distributive Education, Bureau of Secondary Curriculum Development, State Education Department, Albany, New York, 1967.

_____. Developing Supervised Occupational Experiences in Agriculture - A Suggested Secondary School Guide, Bureau of Secondary Curriculum Development, State Education Department, Albany, New York, 1967.

_____. Developing Work-Study Programs for Potential Dropouts: The School to Employment Program, Bureau of Guidance, State Education Department, Albany, New York, 1965.

_____. Educational Opportunities for the Secondary Occupational Program Graduate, Bureau of Occupational Education Research, State Education Department, Albany, New York, 1966.

_____. Guidelines for General Work Experience Programs, Bureau of Secondary Curriculum Development, State Education Department, Albany, New York, 1967.

_____. Related General Information for Vocational Cooperative Trade and Technical Education, Bureau of Secondary Curriculum Development, State Education Department, Albany, New York, 1968.

_____. The Secondary School Curriculum of New York State - A Handbook for Administrators, Bureau of Secondary Curriculum Development, Albany, New York, 1970.

_____. Youth Work-Study Programs: Summary and Suggested Development, Division of Special Occupational Services, State Education Department, Albany, New York, 1966.

Off, Charles B. and Loren D. Boutin. Training Program Design, Training and Development Journal, Vol. 21, No. 8, August 1967, pp. 20-33.

Pennsylvania Department of Education. Cooperative Vocational Education in Pennsylvania, Bureau of Vocational, Technical and Continuing Education, Harrisburg, Pa., 1971.

Shadle, Owen. Part-Time Cooperative Industrial Education - A Guide for Administrators, Supervisors and Coordinators, Iowa State University, State Department of Public Instruction, Ames, Iowa, 1965.

State of Illinois. Part-Time Industrial Cooperative Education in Illinois, Board of Vocational Education and Rehabilitation, Springfield, Illinois, 1966, Series B.

State of Indiana. General Related Studies for Diversified Cooperative Education Students in Indiana, Department of Industrial Education Instructional Materials Laboratory, Indiana State University, Terre Haute, Indiana, 1964.

State of New Jersey. Cooperative Industrial Occupational Training Bulletin No. 2, Division of Vocational Education, State Department of Education, Trenton, New Jersey, 1965.

State of Ohio. Study Guide C-6 Methods of Group Instruction - Individualized Instruction in the Related Classroom, Division of Vocational Education, Department of Education, State of Ohio, Columbus, Ohio, 1970.

State of Ohio. Vocational Education in Diversified Cooperative Training, Division of Vocational Education, State Education Department, Columbus, Ohio, 1966.

U. S. Department of Labor. Mechanical Repair and Personal Service Trades, Publication No. 3, Manpower Administration, Washington, D.C., 1970.

University of Minnesota. A Guide for Cooperative Vocational and Technical Education, College of Education, Division of Vocational Technical Education, University of Minnesota, Minneapolis, Minnesota, 1969.

Virginia Polytechnic Institute. Suggested Lessons for General Related Instruction in Industrial Cooperative Training, Vocational Education Department, Vocational Education Division, Virginia Polytechnic Institute, Blacksburg, Virginia, 1965.

Wallace, Harold B. Review and Synthesis of Research on Cooperative Vocational Education, ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio, 1970.

GLOSSARY

ADVISORY COMMITTEE - A group of persons, usually outside the educational profession, selected for the purpose of offering advice and counsel to the school regarding the occupational program.

AGRICULTURAL EDUCATION - A program of instruction for persons who have entered or are preparing to enter occupations in farming and related fields, including agricultural mechanization, agricultural business, ornamental horticulture, conservation, and animal science.

BEHAVIORAL OUTCOMES - Expected changes in student behavior resulting from the learning process.

BUSINESS AND OFFICE EDUCATION - A program of instruction for persons who have entered or are preparing for office employment involving stenography, typewriting, filing and related work; bookkeeping, computing and accounting; material and production recording; copy reproduction; personnel and training administration; and automatic data processing.

CAREER LADDER - A sequence of increasingly complex or more responsible jobs within a particular occupational specialization or profession. The job hierarchy resembles the rungs of a ladder with each rung a job within the chosen occupational specialization.

COMPETENCY - A specific knowledge or skill which is essential to performance of a job responsibility. Each job responsibility involves several competencies which serve as specific aims for training.

COOPERATIVE OCCUPATIONAL EDUCATION - Preparation for employment based on a cooperative agreement between an employer and an educational agency.

COORDINATING TEACHER - A member of the school staff who teaches the related and technical subject matter involved with on-the-job training.

COORDINATOR OF COOPERATIVE EDUCATION - A member of the school staff responsible for administering the school program and resolving problems that arise between the school regulations and the on-the-job activities of the employed student. The coordinator acts as liaison between the school and employers in programs of cooperative education or other part-time job training.

DISTRIBUTIVE EDUCATION - Distributive education includes various combinations of subject matter and learning experiences related to the performance of activities that direct the flow of goods and services, including their appropriate utilization, from the producer to the consumer or user. These activities include selling, and such sales-supporting functions as buying, transporting, storing, promoting, financing, marketing research, and management. Distributive education is designed to prepare individuals to enter, or progress or improve competencies in, distributive occupations. Emphasis is on the development of attitudes, skills, and understanding related to marketing, merchandising, and management. Distributive occupations are found in such areas of economic activity as retail and wholesale trade, finance, insurance, real estate, services and service trades, manufacturing, transportation, utilities, and communications.

DIVERSIFIED WORK EXPERIENCE PROGRAM - A work experience program where students from several disciplines are grouped together under a work experience coordinator who is responsible for the on-the-job supervision and related instruction.

HAZARDOUS OCCUPATIONS - An occupation designated by state and/or Federal law to be considered dangerous and injurious to the health and well-being of minors up to 18 years of age.

HEALTH OCCUPATIONS EDUCATION - A field of occupational study which comprises programs of instruction and experiences designed to develop attitudes, understanding, and salable job skills for employment in occupations in the medical, dental, nursing, environmental health, and other allied health fields. These programs prepare individuals for initial employment, for advancement on the job, and for further study in a specialized field.

HOME ECONOMICS EDUCATION - A program designed to develop those attitudes, appreciations, understandings, abilities, and basic values which enable individuals to become well-adjusted, contributing members of the family, the community, and society. The two program aspects are defined under Home Economics-Family Living Education and Home Economics Occupational Education.

HOME ECONOMICS HOMEMAKING-FAMILY LIVING EDUCATION - A general education program of instruction and guided activity to promote the development of understandings, appreciations, personal attitudes and values, and basic skills which contribute to the whole of living. Content areas include food and nutrition; relationships of the individual and family; child development; family and community health; textiles and clothing; management of personal and family resources; family economics, housing, equipment, furnishings; food and nutrition.

HOME ECONOMICS OCCUPATIONAL EDUCATION - A specialized program of instruction and training to develop attitudes and salable job competencies leading to employment in entry-level occupations utilizing the knowledge and skills of home economics. Program areas include child care, clothing, foods, housekeeping, home furnishings and management.

JOB ANALYSIS - A detailed listing of duties, operations, and skills necessary to perform a clearly defined, specific job, organized into a logical sequence and which may be used for teaching, employment, or classification purposes.

OCCUPATIONAL CLUSTER - A group of jobs with different titles involving a basic core of similar job skills and responsibilities.

OCCUPATIONAL SURVEY - An investigation and evaluation to gather pertinent information about a single industry or the occupations of an area to determine the need for training, the prevalent practices, the labor supply and turnover, for the purpose of maintaining the vocational program at a realistic level.

ON-THE-JOB TRAINING - Instruction in the performance of a job given to a worker by an employer during the usual hours of the occupation. Usually the minimum or beginning wage is paid.

PROGRAM EVALUATION - Planned steps taken by the coordinator of the program to determine its effectiveness.

RELATED CLASSROOM INSTRUCTION - Classroom instruction designed to develop skills, to increase technical knowledge, and to provide general information related to success on the job. This may be conducted in the classroom laboratory or in a similar teaching environment.

TEACHER-COORDINATOR - A member of the school staff who teaches the related and technical subject matter involved with the on-the-job training as well as serving as administrator and supervisor of the on-the-job activities of the employed students. (See also Coordinating Teacher and Coordinator of Cooperative Education.)

TECHNICAL EDUCATION - A program of instruction for persons who have entered upon or are preparing to enter technical (technician) or professional employment in which success is largely dependent upon knowledge and understanding of mathematics and science as it is used in design and production. Manipulative skills are also developed, to a lesser degree, in the use of instruments, hand tools, and machine equipment.

TRADE EDUCATION - A program of instruction for persons who have entered upon or are preparing to enter recognized trade employment. The instruction is designed to develop manipulative skills and teach related occupational information such as related theory, applied mathematics, science, drawing, blueprint reading, and sketching.

TRAINING PLAN - A written plan of experiences to be learned by a specific student and which indicates whether the experience will be provided in the classroom and/or at a job station. The plan is derived from a realistic analysis of the tasks, duties, responsibilities, and occupational objectives of the student learner.

TRAINING SPONSOR (TRAINING TEACHER) - The individual directly responsible for the student's learning activities at the training station. The training sponsor may be the owner or manager of the business, or an employee appointed by management.

TRAINING STATION (JOB STATION) - A job location in an approved business or industry which provides part-time employment for cooperative work experience students and which utilizes a training plan recommended by the work experience coordinator.

WORK EXPERIENCE - Employment undertaken by a student while attending school. The job may be designed to provide practical experience of a general character in the workaday world.

WORK-STUDY PROGRAM - A special federally aided program designed to provide an occupational education student with an income while he completes his inschool occupational education.